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Massachusetts
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Thesis

HIGH SCHOOL GEOGRAPHY IN MASSACHUSETTS

Submitted by:

Arthur Yagjian

(A.B., Clark, 1944)

In partial fulfillment of requirements
for the degree of
Master of Education

1946

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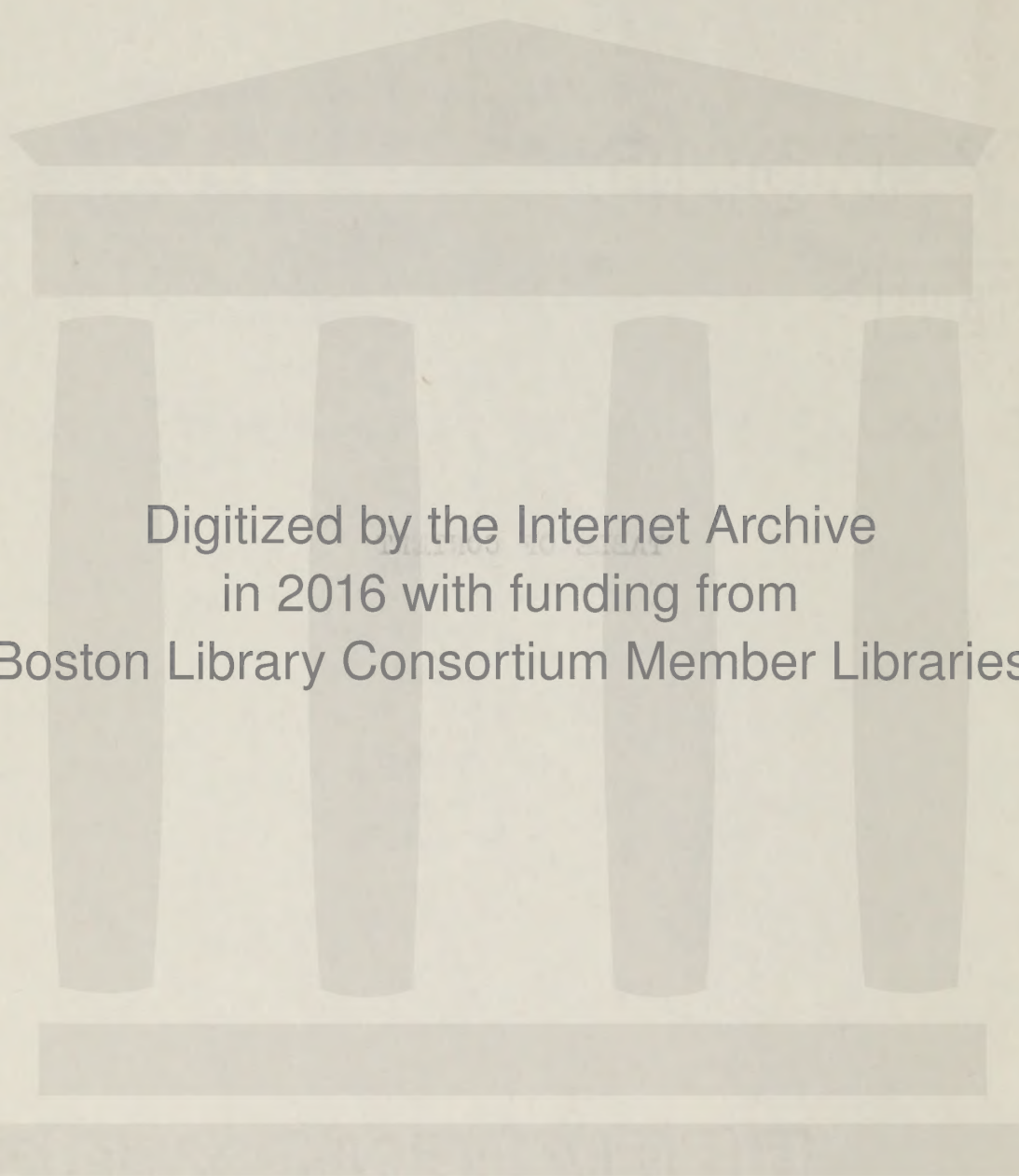
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CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	A. Definition of Geography	1
	B. Geography as a School Subject	1
	C. The Central Problem of the Thesis	2
	D. Subordinate Problems	3
	E. Method of Attack	4
II.	THE AIMS AND OBJECTIVES OF SENIOR HIGH SCHOOL GEOGRAPHY	6
	A. Sources	3
	1. Textbooks on Method	4
	2. Course	11
	3. Thirty-second Yearbook of the National Society for the Study of Education	14
III.	EVOLUTION OF GEOGRAPHY AS A HIGH SCHOOL SUBJECT	13
IV.	GEOGRAPHY COURSES IN THE HIGH SCHOOLS OF MASSACHUSETTS	23
	A. Number of Schools Teaching Geography	25
	B. Distribution	30
	C. Length of Courses	31
	1. Two-semester	31
	2. One-semester	31
	D. Enrollment	34



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CONTENT

Chapter	Page
I. INTRODUCTION	1
A. Definition of Geography	1
B. Geography as a School Subject	1
C. The Central Problem of the Thesis	2
D. Subordinate Problems	3
E. Method of Attack	4
II. THE AIMS AND OBJECTIVES OF SENIOR HIGH SCHOOL GEOGRAPHY	6
A. Sources	6
1. Textbooks on Method	6
2. Courses of Study	11
3. Thirty-Second Yearbook of the National Society for the Study of Education	14
III. EVOLUTION OF GEOGRAPHY AS A HIGH SCHOOL SUBJECT	19
IV. GEOGRAPHY COURSES IN THE HIGH SCHOOLS OF MASSACHUSETTS	23
A. Number of Schools Teaching Geography	25
B. Distribution	50
C. Length of Courses	51
1. Two-semester	51
2. One-semester	51
D. Enrollment	54

CONTENTS

Page	Chapter
1	I. INTRODUCTION
1	A. Definition of Geography
1	B. Geography as a School Subject
2	C. The Central Problem of the Thesis
3	D. Subordinate Problems
4	E. Method of Attack
6	II. THE AIMS AND OBJECTIVES OF SENIOR HIGH SCHOOL GEOGRAPHY
6	A. Sources
6	1. Textbooks on Method
11	2. Courses of Study
14	3. Thirty-second Yearbook of the National Society for the Study of Education
19	III. EVOLUTION OF GEOGRAPHY AS A HIGH SCHOOL SUBJECT
23	IV. GEOGRAPHY COURSES IN THE HIGH SCHOOLS OF MASSACHUSETTS
25	A. Number of Schools Teaching Geography
26	B. Distribution
31	C. Length of Courses
31	1. Two-semester
31	2. One-semester
34	D. Enrollment

CONTENT (cont.)

Chapter	Page
E. Kinds of Geography Taught	54
1. Commercial, Economic, and Industrial	56
2. Global or World	56
3. Others	58
F. Grade Placement	59
V. THE STATUS OF GEOGRAPHY IN THE SENIOR HIGH SCHOOLS	62
A. United States	62
B. Various States	63
1. Arkansas	63
2. Missouri	63
3. Illinois	63
4. North-central States	63
5. Indiana	63
6. Texas	64
7. Western States	64
VI. SUMMARY AND CONCLUSIONS	67
BIBLIOGRAPHY	71

CONTENTS (cont.)

Page	Chapter
54	2. Kinds of Geography Taught
55	1. Commercial, Economic, and Industrial
55	2. Global or World
55	3. Others
55	7. Grade Placement
55	V. THE STATUS OF GEOGRAPHY IN THE SENIOR HIGH SCHOOLS
55	A. United States
55	B. Various States
55	1. Arkansas
55	2. Missouri
55	3. Illinois
55	4. North-central States
55	5. Indiana
54	6. Texas
54	7. Western States
57	VI. SUMMARY AND CONCLUSIONS
VI	BIBLIOGRAPHY

LIST OF TABLES

TABLE	PAGE
I. REGISTRATIONS IN HIGH SCHOOL PHYSICAL GEOGRAPHY 1895-1934	17
II. REGISTRATIONS IN HIGH SCHOOL COMMERCIAL GEOGRAPHY	18
III. TOTAL NUMBER OF HIGH SCHOOLS IN MASSACHUSETTS	24
IV. GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS	27
V. TOTAL NUMBER OF MASSACHUSETTS HIGH SCHOOLS TEACHING GEOGRAPHY	48
VI. LENGTH OF GEOGRAPHY COURSES	53
VII. TOTAL ENROLLMENT OF GEOGRAPHY COURSES	55
VIII. KINDS OF GEOGRAPHY COURSES TAUGHT	57
IX. GRADE PLACEMENT	61

LIST OF TABLES

TABLE	PAGE
I. REGISTRATION IN HIGH SCHOOL PHYSICAL GEOGRAPHY 1893-1924	17
II. REGISTRATION IN HIGH SCHOOL COMMERCIAL GEOGRAPHY	18
III. TOTAL NUMBER OF HIGH SCHOOLS IN MASSACHUSETTS	24
IV. GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS	27
V. TOTAL NUMBER OF MASSACHUSETTS HIGH SCHOOLS TEACHING GEOGRAPHY	48
VI. LENGTH OF GEOGRAPHY COURSES	53
VII. TOTAL ENROLLMENT OF GEOGRAPHY COURSES	55
VIII. KINDS OF GEOGRAPHY COURSES TAUGHT	57
IX. GRADE PLACEMENT	61

LIST OF ILLUSTRATIONS

FIGURE	PAGE
I. MASSACHUSETTS: DISTRIBUTION OF HIGH SCHOOLS TEACHING GEOGRAPHY	52

CHAPTER I

INTRODUCTION

LIST OF ILLUSTRATIONS

PAGE	FIGURE
32	I. MASSACHUSETTS: DISTRIBUTION OF HIGH SCHOOLS TEACHING GEOGRAPHY

CHAPTER ONE

INTRODUCTION

Definition of Geography.

"Geography is the science of the earth's surface. It consists of a systematic description and interpretation of the distribution of things on the face of the earth. (As the geographer conceives of the surface of the earth, it is in the nature of a thin shell that extends slightly above and below the surface proper.) It is in this thin zone of contact between the atmosphere above and the solid and liquid sphere below that life in its various forms exists. Here organic and inorganic forms are closely intermingled and intimately interrelated, and from their combined patterns of distribution there emerges an earth's surface of variegated form and color."¹

CHAPTER I

INTRODUCTION

The preceding definitions of the various definitions of geography, but the author of this thesis believes that it is the most appropriate one for the subject.

Geography as a school subject. -- Our environment is a group of cause and effect relationships. As a school subject, geography is an explanatory study of the relationship of man to his natural environment.

"The phrase 'relationships of man to his natural environment' implies explanations of how the characteristics and cultural habits of specific

¹V. C. Finch and G. F. Brewster, Elements of Geography, p. 1.

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M. F. Barker, Investigating the Curriculum in Geography, 1923 Year Book of the National Society for the Study of Education, Pp. 95-96.

groups of people, and the aspects of the specific physical, floral, and faunal environment in which they live are factors in the development of population patterns, of specific types of utilization of natural resources of the landscape features that manifest those types of specific ways or habits of living, and of patterns of the distribution of such types and features."¹

As an academic subject, geography should show the student the common dependence of man on nature as well as his interdependence. Geography should also place a fundamental philosophy into the minds of pupils, attract their attention to tolerance and consideration, as well as into the realm of understanding points of view other than those which they possess as a result of their own limited experiences.

The Central Problem of the Thesis.--- The central problem of this thesis is to determine the status of geography in the Massachusetts High Schools.

Since attending high school, the author of this thesis has been deeply concerned with this problem but has never been able to investigate it until the present time. Although the author was greatly interested in geography as early as his high school career, he was obliged to attend a high school where not even a single course in geography was offered. This high school had an enrollment of approximately thirteen hundred students. As a result, the whole

¹E. P. Parker, Investigating the Curriculum in Geography, 32nd Year Book of the National Society for the Study of Education, Pp. 95-96.

student body was entirely deprived of the privilege of obtaining more tolerant and understanding "estimates" of their environment. Also, because of such deprivation, these students, a portion of the present day citizenry, lack a thorough understanding of other peoples of the world at a period of world history when such understanding is greatly needed for effective international cooperation.

Subordinate Problems.--- Besides the central problem, there are a number of subordinate problems which the author wishes to bring to the foreground. The first of these subordinate problems is to discover the total number of courses of geography which are offered in the high schools of Massachusetts. The investigation of this problem is important because it reveals the general status of the subject in the entire state.

After investigating the first subordinate problem, it is necessary to discover the distribution of high schools in Massachusetts which offer courses in geography. This is important because it reveals those portions of the state whose students are fortunate enough to be able to enroll in at least one course in geography.

The third subordinate problem which must be investigated is the length of those geography courses which are offered in the various Massachusetts High Schools. Some schools offer two semesters of geography, while other schools offer only one semester of geography. As the work on this thesis

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The fourth subordinate problem of this thesis, which the author hopes to investigate is the variety of geography courses which are offered in the high schools of Massachusetts. It was his hope that this thesis would reveal that a great variety of geography courses are being offered to the present day high school student. However, data presented in this thesis reveals that high school students in Massachusetts wishing to enroll in geography courses have very little choice.

The final problem of this thesis is to discover the grade placement of the geography courses which are being offered. By investigating this problem, the author hopes to reveal the opportunity which a student, attending a high school that offers geography, has to enroll in a geography course before completing his high school work.

Method of Attack.-- After obtaining the necessary data which was called for in preceding paragraphs, it was necessary to work out an appropriate method of attack in order that it would be possible to solve the central problem, as well as the subordinate problems, of this thesis. The author has divided the high schools of Massachusetts into five groups according to their total student

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enrollment. The grouping of these high schools is as follows:

Group I -- Schools with over 500 pupils

Group II -- Schools with 201 - 500 pupils

Group III -- Schools with 101 - 200 pupils

Group IV -- Schools with 51 - 100 pupils

Group V -- Less than 50 pupils

Such a method of grouping not only makes it easier for the author to make comparisons and generalizations, but it allows the reader to follow the author more easily and closely.

CHAPTER II

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The aims and objectives of geography may be found in books on methods of teaching geography, in geographic and educational journals, and in courses of study. The aims and objectives of geography found in the following paragraphs are set forth by leading educators in books on method and in periodicals, and in representative courses of study. The educators quoted are men and women who have had years of experience in teaching geography in schools, in training teachers, in writing textbooks in geography, in building geography courses, and in setting geography tests.

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Dodge and Hirschway write that "geography is the exact and organized knowledge of the distribution of phenomena on the surface of the earth, culminating in the explanation of the interaction of man with his terrestrial environment."¹ Later they give two simply-stated, but comprehensive aims:

1. "Knowledge of geographic facts and principles.
2. Power to use that knowledge in daily life, both during school years and afterward."²

¹H. R. Dodge and C. G. Hirschway, Teaching of Geography in the Elementary Schools, p. 2.

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F. L. Holtz divides the aims of geography into two groups, those having practical value and those having cultural value. "Those having practical value," he writes, "teach place relations. They teach about our own country-- the interdependence of different sections of our nation. They help us to understand news items and to use geographical apparatus."¹

"The cultural aims," outlines Holtz, "contribute to enjoyment of natural scenery. They tend to establish certain habits of thinking, i.e. the logic of causal relation method of comparison, generalization of principles, etc."²

Thralls and Reeder also divide the aims of geography into two groups, those having practical value and those having interpretive value. They subdivide the aim of practical value into:

1. "Vocational guidance
2. Business and Professional value
3. Enrichment of other school subjects
4. Intellectual development
5. Guidance in intelligent reading."³

These authors divide the aim of interpretive value into:

1. "Broader outlook on life
2. Vitalization of travel experience

¹F. L. Holtz, Principles and Methods of Teaching Geography, p. 15.

²Ibid, p. 15.

³Z.A. Thralls, and E.H. Reeder, Geography in the Secondary Schools, p.18 ff.

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¹W. L. Holtz, Principles and Methods of Teaching Geography, p. 15.
²Ibid, p. 15.
³C. A. Thralls, and E. H. Needler, Geography in the Secondary Schools, p. 18 ff.

3. Stimulation of interest in worthwhile reading
4. Appreciation of people and their activities
5. Background of effective citizenship."¹

Crawford and MacDonald set up as aims, objectives, and values of geography:

1. "Enrichment of experience
2. Cultivation of varied interests
3. Preparation for later study
4. Enjoyment of commonplace things
5. Stimulation for travel
6. Compensation for lack of travel
7. Understanding of the daily news
8. Promotion of sympathy for other peoples
9. Intelligent solution of community problems
10. Stimulation of trade and commerce
11. Conservation of trade resources."²

Moore and Wilcox set nineteen objectives in geography:

1. "To develop an understanding of man's relation to his natural environment
2. To develop an abiding interest in the life of man as related to his environment
3. To give an understanding of the interdependence and responsibilities of peoples all over the world

¹Ibid, p. 19.

²C. C. Crawford and L. P. McDonald, Modern Methods in Teaching Geography, p. 17.

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¹Ibid, p. 12.

²C. C. Crawford and L. F. Macdonald, Modern methods in Teaching Geography, p. 14.

4. To bring about an enrichment of social consciousness and a sympathetic understanding of our relation to mankind
5. To teach man's chief needs and the available resources for meeting them
6. To give a knowledge of the problems of commerce and communication that arise in supplying man's needs
7. To give geographic knowledge pertaining to common daily needs
8. To develop ability to use geographic material
9. To recognize better ways of utilizing land and natural resources
10. To emphasize the realtionships of scientific developments to commerce, industry, and social welfare
11. To impart geographic information necessary to the educational equipment of every normal American citizen
12. To emphasize the human aspects of geography
13. To give training in discovering some of the world's needs, differentiation as to values, and suggestions of means for meeting them
14. To give some understanding of the more important activities in which men engage
15. To lay a sound foundation for related education at higher levels
16. To develop an understanding of geographic allusions
17. To cultivate an interest in present day affairs which will lead to wider reading
18. To emphasize the cultural aspects of geography in developing the appreciation of natural elements, forces, scenery, customs, and folkway

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14. To give some understanding of the more important activities in which men engage
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16. To develop an understanding of geographic situations
17. To cultivate an interest in present day affairs which will lead to wider reading
18. To emphasize the cultural aspects of geography in developing the appreciation of natural elements, forces, scenery, customs, and folklife

19. To develop habits of applying geographic principles in the interpretation of world events."¹

Smith and Wright present a composite of aims from several sources:

1. "To develop an understanding of the effect of man's physical environment upon his life
2. To develop correct habits of thinking in the solution of social problems
3. To develop an understanding of man's relation to man socially and economically
4. To give a working knowledge of the information necessary in ordinary life concerning place, surface features, political divisions, natural phenomena and of how to interpret such information in maps, charts, museums, etc.
5. To give the child an understanding of the influences of geographical conditions on political events
6. To give a sympathetic understanding of the conditions and peoples of other countries."²

Reeder says of the two ideals in modern geography teaching:

1. "Permanent interest in geography is an important outcome of the teaching of geography
2. Causal relationships are of primary importance."³

¹C. B. Moore and L. A. Wilcox, The Teaching of Geography, p. 72.

²H. L. Smith and W. W. Wright, Tests and Measurements, p. 268.

³E. H. Reeder, Geography for Public School Administration, p. 3.

He further states the triple aim of geography as:

1. "Knowledge of certain facts-- locational, etc.
2. Acquire a permanent interest in geography
3. Ability to reason on the basis of definitely learned geographic principles."¹

D. C. Ridgely writes that:

"The generally accepted definition of geography for the secondary school is that it is the study of the earth as the home of man. This study involves:

1. A knowledge of physical facts
2. A knowledge of human activities
3. A knowledge of the interrelationships between these activities and the physical facts."²

Deforest Stull sets as aims of geography:

1. "To know other peoples and other lands
2. Guidance to a realization of inter-relationships between geographical environment and the life of a people
3. Develop an understanding of the common interests and interdependence of peoples
4. To educate the citizen of the future to an aesthetic appreciation of the 'great wide, wonderful world, with the wonderful water round you curled.'³

The following quotations are from courses of study. Those quoted here are adjudged as outstanding in the September Bulletin (1932) of the Curriculum Construction Laboratory, Teachers College, Columbia University.

The objectives for geography in the Secondary Schools in Baltimore are:

¹Ibid, p. 82.

²D. C. Ridgely, "Two New Courses of Study in Geography," Journal of Geography, p. 320.

³D. Stull, "Objectives in Teaching Geography," Normal Instructor and Primary Plans, XXXVIII (October, 1929), p.60.

A. "Knowledges"

1. Knowledge of Baltimore's facilities for first-hand study of geography problems
2. Knowledge of relationship between human activities and the natural environmental factors existing in the various parts of the world, and man's modification of his physical environment to meet those needs
3. Knowledge of the physical surroundings of his own community, state, United States, and other places in the world that will function in the pupil's fitting his own life to his surroundings, or choosing his surroundings conducive to the development of his capacities and interests

B. Habits

1. Skills peculiar to geography

C. Appreciations

1. Interdependence of man and his environment."¹

The objectives for teaching geography in the Secondary Schools of Berkeley, California are:

1. "Physical efficiency -- attained through sanitation, field trips, etc.
2. Avocational efficiency -- enables him to read for leisure, contemplate travel beyond his own immediate environment; contributes to his spiritual growth by developing an appreciation of beauty, etc.
3. Vocational efficiency -- studies the division of labor in geography

¹Course of Study in Geography for the Secondary Schools, City of Baltimore, Department of Education, Division of Secondary Education, 1926.

In the Secondary Schools of Cleveland, the course of study works toward "---a knowledge of our dependence upon other nations, either in the supplying of materials unobtainable here, or in furnishing a market for our surplus products, should be a part of the training given to every future citizen."¹

The general objectives of geography teaching in the public schools of New Jersey are:

1. "To show how the life of man is influenced by the conditions of his environment
2. To show how man has learned to direct and control his environment
3. To demonstrate the interdependence of peoples in the present day world
4. To create understanding of, and tolerance toward the people of the entire world
5. To enable people to visualize references met in their reading and to enjoy imaginative travel through literature, lectures, etc.
6. To create a desire for travel
7. To further the development of curiosity and the attitude of thinking
8. To develop the mechanics of geography -- habits, skills, facts, etc., which are necessary in actual living."²

¹Course of Study for Secondary School Geography -- Board of Education -- 1922 -- Cleveland, Ohio.

²State of New Jersey -- Department of Public Instruction -- "Teaching of Geography" --- 1926.

The preceding quotations from textbooks on method, from periodicals, and from courses of study, all tend to support the aims and objectives for geography as set forth in the Thirty-Second Yearbook of the National Society for the Study of Education. These aims and objectives were drawn up under the direction of the Society's Committee on the Teaching of Geography. The membership of this Committee was as follows: Robert M. Brown, Professor of Geography, Rhode Island College of Education, Providence, Rhode Island; Earle E. Lackey, Associate Professor of Geography, University of Nebraska, Lincoln, Nebraska; Edith Parker, Assistant Professor of the Teaching of Geography, University of Chicago, Chicago, Illinois; A. E. Parkins (Chairman), Professor of Geography, George Peabody College for Teachers, Nashville, Tennessee; Douglas Ridgely, Professor of Geography in Education, Clark University, Worcester, Massachusetts; Deforest Stull, Associate in Geography, Teachers College, Columbia University, New York City; and Zoe Thralls, Assistant Professor of Geography, University of Pittsburgh, Pittsburgh, Pennsylvania.

1. Major Objective

"The major objective of geographic instruction is to assist in the development of the child through giving him a knowledge of the interrelationships existing between man and his natural environment in specific regions, and an ability to apply such knowledge in solving the problems of living. This implies that the child should learn (1) to distinguish between human and natural elements

mentioned in reading matter or indicated in landscapes, pictures, models, maps, graphs, and (2) to see in what ways the natural elements in any region help to explain the cultural elements that are characteristic of the region.

2. The Concomitant Objectives

The term "concomitant" is used to denote the objectives that are to be reached in the course of attaining the major one. In other words, attaining these objectives is inherent in attaining the major one, and requisite to it. If geographic instruction is to reach its major goal, it should be designed to assist the child to gain.

1. Concrete concepts, facts, and relationship ideas necessary for the understanding of the characteristic adjustments he has made, is attempting to make, or might make, to the natural environment in any region studied. Many of these facts have to do with the nature and location or the distribution of the natural and cultural features that are significant in the understanding of geographic relationships

2. The ability to secure knowledge of such facts through the interpretation of pictures, maps, globes, words, specimens, models, graphs, textual materials and through the observation of landscapes in one's home locality and in other regions in which one travels. This involves a knowledge of sources of such information and ability to distinguish between facts of much or little value in geographic thinking.

3. Ultimate Objectives

The term 'ultimate' objective is used to designate objectives reached through, or growing out of the attainment of the major objective. If the major objective is reached the ultimate objectives gained will be:

1. A knowledge of geographic facts, concepts, and relationships that will enable the individual to give more intelligent consideration to current problems -- individual, community, national, and international.

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jectives gained will be:

1. A knowledge of geographic facts, concepts,
and relationships that will enable the individual
to give more intelligent consideration to current
problems -- individual, community, national, and
international.

2. An understanding of how the varied problems of peoples are related to differences in the natural environment; and developed through this understanding, an interest in, and an open-minded attitude toward, the problems, achievements, and possible future developments of other peoples.

3. A growing power to sense and grasp the economic and cultural interdependence of regions and peoples.

4. A better understanding of the value of natural resources and the need for intelligent use of them.

5. The ability to make a worthwhile use of leisure time through the vitalization of field trips, of more distant travel, and of reading because of an understanding of the inter-relations between man's working, playing, living, and the elements of the habitual environment.

6. The recognition and appreciation of the variety of human labor in the major types of regions through the world, arising from an understanding of man's adjustments to his natural environment.

The constant thread of thoughtrunning throughout this geographic instruction --- is the adjustment of man to his natural environment."¹

A study of the above can greatly help the reader to realize and comprehend the many aims and objectives of geographic instruction.

¹Zoe Thralls, "Some General Curricular Principles and Their Applications," Thirty-Second Yearbook National Society for the Study of Education, pp. 201-203.

2. An understanding of how the various problems of peoples are related to differences in the natural environment; and developed through this understanding, an interest in, and an open-minded attitude toward, the problems, achievements, and possible future developments of other peoples.

3. A growing power to sense and grasp the economic and cultural interdependence of regions and peoples.

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Also Thomas, "Some General Curricular Principles and Their Applications," Thirty-second Yearbook National Society for the Study of Education, pp. 201-205.

CHAPTER III

EVOLUTION OF GEOGRAPHY AS A HIGH SCHOOL SUBJECT

TABLE I

REGISTRATIONS IN HIGH SCHOOL PHYSICAL GEOGRAPHY 1895-1934*

NO. OF STUDENTS ENROLLED	YEAR	PERCENTAGE OF TOTAL STUDENT ENROLLMENT
8,300	1895	23 per cent
	1905	21 per cent
	1910	19 per cent
159,000	1920	14 per cent
	1925	4 per cent
	1928	2 per cent
71,385	1934	2.1 per cent

*In schools reporting registrations in subjects to United States Office of Education.

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NO. OF STUDENTS ENROLLED	YEAR	PERCENTAGE OF TOTAL STUDENT ENROLLMENT
8,300	1895	23 per cent
	1905	21 per cent
	1910	19 per cent
169,000	1915	14 per cent
	1922	4 per cent
	1928	2 per cent
71,395	1934	2.1 per cent

*In schools reporting registrations in subjects to United States Office of Education.

CHAPTER III

EVOLUTION OF GEOGRAPHY AS A HIGH SCHOOL SUBJECT

TABLE I

REGISTRATIONS IN HIGH SCHOOL PHYSICAL GEOGRAPHY 1892-1934*

NO. OF STUDENTS ENROLLED	YEAR	PERCENTAGE OF TOTAL STUDENT ENROLLMENT
8,300	1892	23 per cent
	1905	21 per cent
	1910	19 per cent
152,000	1915	14 per cent
	1922	4 per cent
	1928	3 per cent
71,395	1934	2.1 per cent

*In schools reporting registrations in subjects to United States Office of Education.

As an academic subject in the curriculum of high schools, geography has reached its present form through a long period of evolution.

"Its origin is lost in antiquity, but in its newer aspects it is a recent addition to the high school curriculum. Thus, it may pose as a venerable secondary school subject with ancient rights, or as a newcomer demanding recognition solely on its merits. Its progress has been marked by a series of advances and retreats, for the subject has shared in the perennial conflict between the practical and the traditional in education."¹

TABLE II

REGISTRATIONS IN HIGH SCHOOL COMMERCIAL GEOGRAPHY

NO. OF STUDENTS ENROLLED	YEAR	PERCENTAGE OF TOTAL STUDENT ENROLLMENT
36,616	1922	1.7 per cent
140,000	1928	4.8 per cent
178,408	1934	3.9 per cent

"Before 1800 it was chiefly concerned with maps and charts and the location of land and water forms. It was taught incidentally, as a part of navigation and astronomy."²

¹Alice Foster, "The Evolution of Geography as a High School Subject," Education, (January, 1935), p. 288.

²Ibid., p. 288.

³W. Munroe, (Editor) et al Encyclopedia of Educational Research, p. 1132.

TABLE II

REGISTRATIONS IN HIGH SCHOOL COMMERCIAL GEOGRAPHY

NO. OF STUDENTS ENROLLED	YEAR	PERCENTAGE OF TOTAL STUDENT ENROLLMENT
36,816	1932	1.7 per cent
140,000	1933	4.8 per cent
178,408	1934	5.9 per cent

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It has made great progress whenever it has emphasized the outstanding feature of the age and has pressed its attention on that feature. However, it has often been retarded because of such emphasis on subject matter no longer significant. In order to meet the needs of a rapidly changing world, it has changed its content and as a result, its evolution may be divided into three stages or periods of development. "The first period ended about 1500 A. D. and the third beginning about the middle of the nineteenth century."²

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The writings of ancient Greek philosophers which contained discussions of the relation between the history of peoples and the nature of the land occupied began to be used in instruction.

"Particularly popular with teachers of that age was the treatise on universal geography included in the HISTORIAE written by Paulus Orosius, whose work as a theologian took him in the early 400's from western Spain to northern Africa, and thence to Palestine."¹

About 1800 geographic developments changed from the study of ancient lands and peoples to the study of the earth and its people. This change occurred at the beginning of the era of exploration. This development gradually took place in the schools where boys were preparing for a life on the seas.

"The revised subject placed much emphasis upon mathematical geography, the location of such sallow landmarks as capes and promontories, descriptions of oversea lands which might prove desirable fields for colonization. The impetus gained through there close adaptation to current needs proved sufficient to give geography a place in secondary education for two centuries and open the way for expansion into the elementary schools."²

Before the end of the period, the two phases of geography had a place in American secondary schools. In 1807 Harvard University added geography to its list of

¹Alice Foster, op. cit., p. 290.

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¹Alice Foster, op. cit., p. 280.

²Ibid., p. 287.

entrance requirements. Soon thereafter, the subject was included in the curricula of many schools offering college preparatory work.

"When the city of Boston established an English High School for Boys and a similar school for Girls in the 1820's, geography was listed in the curricula of both. For several decades these schools gave no instruction in modern geography, but taught the ancient geography of classical and biblical lands. In both ancient and modern geography the knowledge of place locations formed a major objective, and a really logical one in view of the paucity of maps and reference works at that time."¹

During the past one hundred years geography as an academic subject has progressed rapidly. It has enjoyed such new developments as vastly enriched content, a new viewpoint, and a high place among the subjects requiring reasoning powers.

About the middle of the nineteenth century a notable departure from the instruction of geography in secondary education occurred in the United States. Physical geography made its appearance.

"The subject appeared in the curricula of the English High Schools of Boston in 1866 and was introduced into a number of other cities about the same time."²

"From 1810-1910 physical geography enjoyed a wide popularity, particularly in grade 9."³

¹Ibid., p. 288.

²Ibid., p. 289.

³W. Munroe, op. cit., p. 1132.

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"When the city of Boston established an English High School for Boys and a similar school for girls in the 1830's, Geography was listed in the curricula of both. For several decades these schools gave no instruction in modern Geography, but taught the ancient Geography of classical and biblical lands. In both ancient and modern Geography the knowledge of place locations formed a major objective, and a really logical one in view of the paucity of maps and reference works at that time."¹

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"The subject appeared in the curricula of the English High Schools of Boston in 1838 and was introduced into a number of other cities about the same time."²

"From 1810-1810 physical Geography enjoyed a wide popularity, particularly in grade 8."³

¹Ibid., p. 288.

²Ibid., p. 289.

³W. Monroe, op. cit., p. 1132.

"The replacement of physical geography by physiography marked a direct contact between scientific research and secondary education. The new subject was interpretive in its aim and emphasized logical thinking. It focused attention on the forces which shape the surface of the earth and cited specific features as examples of the work performed by particular forces or agents."¹

Credit for this change can be extended to university influence, particularly to the work of William Morris Davis of Harvard University and Rollin D. Salisbury of the University of Chicago.

The rapid rise of commercial geography has characterized the later decades of the recent period. Although its early development was slow, it gradually reached the point where it had a place in more high schools than any other branch of the subject. (See Table I). Like physiography, it was greatly influenced by the Universities.

"Such influence is typified by the inspiration teaching of J. Paul Goode of the University of Chicago and the textbook writing of J. Russell Smith."²

The future progress of geography in secondary education depends upon the ability of those in the field of geographical instruction to read correctly the signs of the times. If they fail to do so, the great progress which geography has made in secondary education in recent years will be terminated.

¹Alice Foster, op. cit., p. 290.

²Alice Foster, op. cit., p. 291.

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¹Alice Foster, op. cit., p. 230.

²Alice Foster, op. cit., p. 231.

CHAPTER IV

GEOGRAPHY COURSES IN THE HIGH SCHOOLS OF MASSACHUSETTS

According to the latest available figures, there is a total number of 269 senior high schools in the state of Massachusetts.¹

The largest number of high schools is found in Group I, and such schools have enrollments exceeding 500 pupils.

In this group there are 61 high schools. The second largest number of high schools is in Group II, and such schools have enrollments between 201 and 500 students. There are 67

CHAPTER IV

GEOGRAPHY COURSES IN THE HIGH SCHOOLS
OF MASSACHUSETTS

high schools in this group. The third largest number of high schools is in Group III, and such schools have enrollments of 101-200 students. In this group there is a total number of 47 high schools. The fourth largest number of high schools is in Group IV and these schools have enrollments of 51-100 pupils. There are 43 high schools which fall into this group. The smallest number of senior high schools is in Group V. There are 9 high schools in this group and they have enrollments of less than 50 pupils. (Table III)

A survey of the curricula of Massachusetts High Schools was completed in the latter part of the year 1945

¹Musell A. Mack, "Massachusetts Biennial Surveys," 1944-45, issued by the Massachusetts State Department of Education, Boston.

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According to the latest available figures, there is a total number of 259 senior high schools in the state of Massachusetts.¹

The largest number of high schools is found in Group I, and such schools have enrollments exceeding 500 pupils. In this group there are 91 high schools. The second largest number of high schools is in Group II, and such schools have enrollments between 201 and 500 students. There are 67 high schools in this group. The third largest number of high schools may be found in Group III, and such schools have enrollments of 101-200 students. In this group there is a total number of 47 high schools. The fourth largest number of high schools is in Group IV and these schools have enrollments of 51-100 pupils. There are 45 high schools which fall into this group. The smallest number of senior high schools is in Group V. There are 9 high schools in this group and they have enrollments of less than 50 pupils. (Table III)

A survey of the curricula of Massachusetts High Schools was completed in the latter part of the year 1945

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CHAPTER IV

GEOGRAPHY COURSES IN THE HIGH SCHOOLS OF MASSACHUSETTS

According to the latest available figures, there is a total number of 839 senior high schools in the state of Massachusetts.

The largest number of high schools is found in Group I, and such schools have enrollments exceeding 500 pupils. In this group there are 91 high schools. The second largest number of high schools is in Group II, and such schools have enrollments between 201 and 500 students. There are 87 high schools in this group. The third largest number of high schools may be found in Group III, and such schools have enrollments of 101-200 students. In this group there is a total number of 47 high schools. The fourth largest number of high schools is in Group IV and these schools have enrollments of 51-100 pupils. There are 43 high schools which fall into this group. The smallest number of senior high schools is in Group V. There are 9 high schools in this group and they have enrollments of less than 50 pupils. (Table III)

A survey of the curricula of Massachusetts high schools was completed in the latter part of the year 1945

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by Mr. Russell A. Cook, Supervisor of Secondary Education in the Massachusetts State Department of Education, provides information concerning the teaching of geography in these high schools. The author of this thesis has gathered and compiled the data concerning the offerings of geography in the senior high schools of Massachusetts. The available

TABLE III
TOTAL NUMBER OF HIGH SCHOOLS IN MASSACHUSETTS

GROUP	TOTAL
I	91
II	67
III	48
IV	44
V	<u>9</u>
	259

of schools teaching geography -- Of the total of 259 high schools in Massachusetts, only 187 of them teach geography. This is 72.2 per cent of the total number of schools. (Table V) There are about twice as many geography courses in schools of this size as in any other. More than three-fourths of all such courses are taught in schools which have enrollments of 200 or more students. It must be noted, however, that approximately two-thirds of the high schools in this state are state or state-aided schools.

There is some difference in the proportional offerings of geography in schools of different sizes. In schools with enrollments of less than 100 pupils the proportion of schools offering geography is about 50 per cent, while in schools with enrollments of 200 or more pupils the proportion is about 80 per cent.

TABLE III
TOTAL NUMBER OF HIGH SCHOOLS IN MASSACHUSETTS

GROUP	TOTAL
I	31
II	37
III	48
IV	44
V	<u>9</u>
	269

by Mr. Russell A. Mack, Supervisor of Secondary Education in the Massachusetts State Department of Education, provides information concerning the teaching of geography in these high schools. The author of this thesis has gathered and compiled the data concerning the offerings of geography in the senior high schools of Massachusetts. The available data deals with the number of courses offered, the distribution of schools teaching geography, the length of the geography courses, the enrollment, the kinds of geography offered, and the grade placement of these courses.

(Table IV)

Number of Schools Teaching Geography -- Of the total of 259 high schools in Massachusetts, only 157 of them teach geography. This is 60.6 per cent of the total number of schools. (Table V) There are almost twice as many geography courses in schools of this size as in any other. More than three-fourths of all such courses are taught in schools which have enrollments of 200 or more students. It must be noted, however, that approximately two-thirds of the high schools in this state are above 200 in total enrollment.

There is some difference in the proportional offerings by size of schools and this difference occurs in schools with enrollments of less than 50 pupils and those with

GROUP I

SCHOOLS WITH OVER 500 PUPILS

TABLE IV
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Amesbury	Economic Geog.	10		88	626
Arlington	Commercial Geog.	10	40	221	1500
	Social Geog.	10	40	39	1500
Attleboro	Commercial Geog.	10		95	701
Barnstable	Economic Geog.	10		20	708
Belmont	World Geog.	10		54	992
Beverly	Economic Geog.	9	39	21	849
Boston: Brighton	Commercial Geog.	10-11		205	1322
	Industrial Geog.	10-11		80	1322
Boston: Charlestown	Commercial Geog.	10	38	64	644
Boston: Commerce	0	0	0	0	599
Boston: Dorchester-Boys	Commercial Geog.	10		125	791
Boston: Dorchester-Girls	Commercial Geog.	10		310	1280
Boston: J. E. Burke	Commercial Geog.	10	38	399	1743
Boston: East Boston	Commercial Geog.	10		337	1199
	Industrial Geog.	10	20	65	
Boston: English	Meteorology	12		75	2266
	Commercial Geog.	10-11-12		182	
Boston: Girls' High	Commercial Geog.	10		429	1959
Boston: Girls' Latin	0	0	0	0	952

TABLE IV

GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE
Amsbury	Economic Geog.	10	
Arlington	Commercial Geog.	10	40
	Social Geog.	10	40
Attleboro	Commercial Geog.	10	
Barnstable	Economic Geog.	10	
Belmont	World Geog.	10	
Beverly	Economic Geog.	9	39
Boston: Brighton	Commercial Geog. 10-11	10-11	
	Industrial Geog. 10-11	10-11	
Boston: Charlestown	Commercial Geog.	10	38
Boston: Cambridge		0	0
Boston: Dorchester	Commercial Geog.	10	
Boston: Dorchester Heights	Commercial Geog.	10	
Boston: J. E. Burke	Commercial Geog.	10	38
Boston: East Boston	Commercial Geog.	10	
	Industrial Geog.	10	30
Boston: English	Meteorology	12	
	Commercial Geog. 11-12	11-12	
Boston: Girls' High	Commercial Geog.	10	
Boston: Girls' Latin		0	0

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Boston: Hyde Park	Industrial Geog.	10	19	99	1247
Boston: Jamaica Plain	Commercial Geog.	10		164	743
Boston: Practical	0	0	0	0	539
Boston: Public Latin	0	0	0	0	1170
Boston: Roslindale	Commercial Geog.	10		231	1132
Boston: Roxbury-Boys	Commercial Geog.	10		90	898
	Industrial Geog.	10	19	64	
Boston: Roxbury-Girls	Commercial Geog.	10		318	1370
Boston: South Boston	Commercial Geog.	10		60	1146
Boston: Technical High	0	0	0	0	1218
Braintree	Commercial Geog.	11		102	871
Brockton	Commercial Geog.	10		206	1759
Brookline	Geography	10		106	1910
Cambridge: High & Latin	Industrial Geog.	10		378	2324
Cambridge: Rindge Technical	0	0	0	0	1209
Clinton	Commercial Geog.	10-11	20	39	579
Chicopee	Commercial Geog.	10		243	871
Chelsea	Commercial Geog.	10		106	1117
Danvers	Commercial Geog.	10		82	535
Dedham	Commercial Geog.	10		108	798

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Dedham	Economic Geog.	9		86	798
Everett	0	0	0	0	1426
Fall River	Commercial Geog.	10		49	2126
	Meteorology	12		12	
	Physical Geog.	11		26	
Fitchburg	Commercial Geog.	9		75	1225
Framingham	World Geog.	10		224	803
Gardner	Commercial Geog.	9		78	723
Gloucester	Commercial Geog.	10		94	1132
Greenfield	0	0	0	0	607
Haverhill	World Geog.	10		209	1476
Hingham	Economic Geog.	10		33	549
Holyoke	Commercial Geog.	10		160	1156
	World Geog.			20	
Lawrence	Commercial Geog.	10		131	2193
	World Geog.	11-12		148	
Leominster	Physical Geog.	10		112	661
Lexington	Commercial Geog.	10	19	30	542
Lowell	Economic Geog.	10	19	232	2387
Lynn: Classical	Commercial Geog.	10		185	846

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Lynn: English	Commercial Geog.	10		269	1377
	Physical Geog.	12		23	
Malden	Commercial Geog.	10		152	1426
	Meteorology	12		35	
Marlborough	Economic Geog.	9-10	19	62	591
Medford	0	0	0	0	2192
Melrose	Commercial Geog.	10	20	133	1199
Methuen	Commercial Geog.	10		32	550
Milford	0	0	0	0	576
Milton	0	0	0	0	627
Natick	Commercial Geog.	10		112	507
New Bedford	Commercial Geog.	10		252	1835
Newburyport	Commercial Geog.	9	38	48	643
Newton	Commercial Geog.	11		57	2348
North Adams	Commercial Geog.	10		55	710
Northampton	Commercial Geog.	10			810
Peabody	Commercial Geog.	10		135	915
Pittsfield	Commercial Geog.	10	19	167	1484
Quincy: North	Global Geog.	10		93	904
	Map Reading	12		26	

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Quincy	Global Geog.	10		182	1381
Revere	Commercial Geog.	10-11-12	20	30	1038
Salem	Commercial Geog.	10		100	1168
Saugus	Commercial Geog.	10		48	772
Somerville	0	0	0	0	2606
Springfield: Classical	Global Geog.	11-12		31	936
	Physiography				
Springfield: Commerce	Global Geog.	10		18	1084
Springfield: Technical	Physiography			100	1905
Taunton	Commercial Geog.	10		68	1192
Wakefield	0	0	0	0	920
Waltham	Economic Geog.	10		124	903
Watertown	Commercial Geog.	10		119	1154
Webster: Bartlett	0	0	0	0	533
Wellesley	0	0	0	0	554
Westfield	Commercial Geog.	10		64	790
West Springfield	0	0	0	0	503
Weymouth	Commercial Geog.	10		196	1234
Winchester	0	0	0	0	719
Winthrop	Commercial Geog.	10			626

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Woburn	Commercial Geog.	10		149	653
Worcester: Classical	0	0	0	0	733
Worcester: Commerce	Economic Geog.	11	20	68	2512
Worcester: North	0	0	0	0	922
Worcester: South	0	0	0	0	952

GROUP II

SCHOOLS WITH 201-500 PUPILS

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Abington	Commercial Geog.	10		35	272
Adams	Industrial Geog.	10		28	371
Agawam	0	0	0	0	264
Amherst	0	0	0	0	317
Andover	Commercial Geog.	12	19	10	252
Athol	Geography	10		69	407
Auburn	Commercial Geog.	10		58	343
Billerica	Commercial Geog.	10		65	397
Blackstone	0	0	0	0	252
Canton	Commercial Geog.	10		30	240
Chelmsford	Physical Geog.	10		33	347
Concord	Commercial Geog.	10		53	402
Dalton	Commercial Geog.	9		20	237
Dighton	Commercial Geog.	10		32	252
Dracut	0	0	0	0	234
Easthampton	0	0	0	0	363
Easton	0	0	0	0	277
Falmouth	0	0	0	0	249
Foxboro	Commercial Geog.	10		32	367
Franklin	Commercial Geog.	9	19	48	354

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Great Barrington	Commercial Geog.	10	20	41	299
Holden	Commercial Geog.	9	20	19	211
Hudson	Commercial Geog.	10	39	33	401
Ipswich	Commercial Geog.	9		21	291
Lee	Commercial Geog.	9-10	20	25	232
Ludlow	Global Geog.	10	39	58	424
Mansfield	World Geog.	10		23	211
Marblehead	Commercial Geog.	10		50	374
Maynard	0	0	0	0	271
Middleborough	Commercial Geog.	10	19	46	458
Millbury	Commercial Geog.	10-11		44	324
Montague	Commercial Geog.	10	20	38	465
Needham	Commercial Geog.	10		60	439
North Andover	0	0	0	0	326
North Attleboro	Commercial Geog.	10		66	438
	Global Geog.	11		21	
Northbridge	Commercial Geog.	10		20	303
Norwood	Commercial Geog.	10		40	488
Orange	Commercial Geog.	10		50	283
Palmer	Economic Geog.	10		50	419

TABLE IV (continued)

GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE
Great Barrington	Commercial Geog.	10	20
Holden	Commercial Geog.	9	20
Hudson	Commercial Geog.	10	30
Ipswich	Commercial Geog.	9	
Lee	Commercial Geog. 9-10	9-10	20
Andover	Global Geog.	10	30
Mansfield	World Geog.	10	
Andover	Commercial Geog.	10	
Andover		0	0
Middleborough	Commercial Geog.	10	10
Millbury	Commercial Geog. 10-11	10-11	
Monterey	Commercial Geog.	10	20
Needham	Commercial Geog.	10	
North Andover		0	0
North Attleboro	Commercial Geog.	10	
	Global Geog.	11	
Northbridge	Commercial Geog.	10	
Norwood	Commercial Geog.	10	
Orange	Commercial Geog.	10	
Palmer	Economic Geog.	10	

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Plymouth	Economic Geog.	10			427
	Global Geog.	12	19		
Randolph	Commercial Geog.	10	40	67	400
Reading	0	0	0	0	495
Rockland	Commercial Geog.	10	20	63	382
Scituate	Commercial Geog.	12	19	26	215
Sharon	0	0	0	0	322
Shelburne	Commercial Geog.	10		21	261
Shrewsbury	Commercial Geog.	12		15	308
	High School Geog.	12		15	
Somerset	Commercial Geog.	10		39	256
Southbridge	Commercial Geog.	9	40	69	498
South Hadley	0	0	0	0	372
Spencer	0	0	0	0	224
Stoneham	0	0	0	0	330
Stoughton	0	0	0	0	411
Swampscott	Commercial Geog.	10		35	377
Swansea	Commercial Geog.	10		49	255
Uxbridge	Commercial Geog.	10		40	247
Walpole	Commercial Geog.	10		55	464

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Ware	Commercial Geog.	11- 12		18	231
Wareham	Commercial Geog.	10		46	398
Westboro	0	0	0	0	234
Whitman	Commercial Geog.	10		54	394
Williamstown	Economic Geog.	10		22	308
Wilmington	Economic Geog.	9		77	299
Winchendon	0	0	0	0	482
Yarmouth	0	0	0	0	218

EMERGENCY BOND

FOR CASH

A. F. & P. CO.

100-100

100-100-100-100

EMERGENCY

BOND

FOR CASH

A. F. & P. CO.

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Acton	Commercial Geog.	10		21	134
Ashland	Commercial Geog.	11-12		16	125
Ayer	Commercial Geog.	10		20	184
Barre	Commercial Geog.	11	19	17	164
Bellingham	Commercial Geog.	9		28	134
Bourne	0	0	0	0	166
Bridgewater	Commercial Geog.	10	18	20	195
Charlton	Commercial Geog.	10-12	20	10	177
Cohasset	Commercial Geog.	10		17	119
Dartmouth	0	0	0	0	276
Deerfield	Commercial Geog.	10		20	143
Douglas	Commercial Geog.	10		14	106
East Bridgewater	0	0	0	0	192
Fairhaven	Geography	10-12		29	134
Grafton	0	0	0	0	175
Groton	Commercial Geog.	11-12	18	36	102
Hadley	0	0	0	0	121
Hamilton	0	0	0	0	113
Hanover	0	0	0	0	153
Hatfield	0	0	0	0	104

TABLE IV (continued)

GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE
Acton	Commercial Geog.	10	
Ashland	Commercial Geog.	11-12	
Ayer	Commercial Geog.	10	
Barnes	Commercial Geog.	11	12
Bellingham	Commercial Geog.	9	
Bourne		0	0
Bridgewater	Commercial Geog.	10	12
Charlton	Commercial Geog.	12-12	20
Concord	Commercial Geog.	10	
Dartmouth		0	0
Dorchester	Commercial Geog.	10	
Dorchester	Commercial Geog.	10	
East Bridgewater		0	0
Fairhaven	Geography	10-12	
Granton		0	0
Groton	Commercial Geog.	11-12	12
Hadley		0	0
Hamilton		0	0
Hannover		0	0
Hatfield		0	0

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Holbrook	Commercial Geog.	10	20	23	162
Holliston	0	0	0	0	152
Hopedale	Commercial Geog.	10		16	132
Hopkinton	Commercial Geog.	10		10	110
Kingston	Commercial Geog.	10	19	16	111
Leicester	0	0	0	0	157
Lenox	0	0	0	0	129
Marshfield	0	0	0	0	126
Medfield	Commercial Geog.	10		11	166
Medway	Commercial Geog.	11		18	168
Millis	Commercial Geog.	10-12		11	126
Nantucket	0	0	0	0	141
North Brookfield	0	0	0	0	141
Oxford	Commercial Geog.	10		38	175
Pepperell	0	0	0	0	117
Provincetown	0	0	0	0	159
Rockport	Commercial Geog.	11		8	131
Stockbridge	0	0	0	0	126
Templeton	Commercial Geog.	10		34	189
Tewksbury	0	0	0	0	187

TABLE IV (continued)

GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE
Holbrook	Commercial Geog.	10	20
Holliston	0	0	0
Hopedale	Commercial Geog.	10	0
Hopkinton	Commercial Geog.	10	0
Hingham	Commercial Geog.	10	12
Hudson	0	0	0
Hyannis	0	0	0
Hyannis	0	0	0
Hyannis	Commercial Geog.	10	0
Hyannis	Commercial Geog.	11	0
Hyannis	Commercial Geog.	10-12	0
Hyannis	0	0	0
Hyannis	0	0	0
Hyannis	Commercial Geog.	10	0
Hyannis	0	0	0
Hyannis	0	0	0
Hyannis	Commercial Geog.	11	0
Hyannis	0	0	0
Hyannis	Commercial Geog.	10	0
Hyannis	0	0	0

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Townsend	World Geog.	10-11		16	119
Warren	Commercial Geog.	9		28	165
Wayland	Commercial Geog.	10		23	149
West Bridgewater	0	0	0	0	168
Westford	Global Geog.	10-11		39	167
Weston	Commercial Geog.	10		8	173
Westport	0	0	0	0	125
Westwood	0	0	0	0	173
Wrentham	0	0	0	0	108

TABLE IV (continued)

GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE
Townsend	World Geog.	10-11	
Warren	Commercial Geog.	9	
Wayland	Commercial Geog.	10	
West Bridgewater		0	0
Westford	Global Geog.	10-11	
Weston	Commercial Geog.	10	
Westport		0	0
Westwood		0	0
Weymouth		0	0

GROUP IV
SCHOOLS WITH 51-100 PUPILS

NAME OF HIGH SCHOOL	NAME OF ORGANIZATIONAL COUNCIL	AGE RANGE
Amfield	0	0
Avon	0	0
Barnstable	0	0
Barnstable	Commercial Cong.	9-12
Brinfield	0	0
Marlington	0	0
Chatham	0	0
Chatham	0	0
Duxbury	0	0
Edgartown	0	0
Georgetown	0	0
Greenville	Commercial Cong.	10
Highland	Commercial Cong.	10
Quincy	0	0
Rockingham	0	0
Rockingham	Commercial Cong.	10
Wilmington	0	0
Wilmington	World Cong.	10-11
Wilmington	Commercial Cong.	10
Wilmington	0	0

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Ashfield	0	0	0	0	64
Avon	0	0	0	0	80
Belchertown	0	0	0	0	97
Bernardston	Commercial Geog.	9-10		18	73
Brimfield	0	0	0	0	58
Burlington	0	0	0	0	72
Chatham	0	0	0	0	93
Chester	0	0	0	0	86
Duxbury	0	0	0	0	80
Edgartown	0	0	0	0	54
Georgetown	0	0	0	0	69
Groveland	Commercial Geog.	10	19	12	92
Hardwick	Commercial Geog.	10		6	81
Harwick	0	0	0	0	76
Huntington	0	0	0	0	67
Lancaster	Commercial Geog.	10		8	73
Littleton	0	0	0	0	63
Lunenburg	World Geog.	10-11		24	90
Manchester	Commercial Geog.	10		11	96
Mendon	0	0	0	0	55

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Merrimac	0	0	0	0	84
Monson	0	0	0	0	97
New Salem	0	0	0	0	62
Northborough	0	0	0	0	70
Northfield	0	0	0	0	76
Norton	0	0	0	0	92
Norwell	0	0	0	0	86
Oak Bluffs	0	0	0	0	54
Orleans	0	0	0	0	85
Pembroke	0	0	0	0	94
Plainville	Commercial Geog.	10		11	62
Princeton	0	0	0	0	62
Rutland	0	0	0	0	67
Sheffield	0	0	0	0	62
Sherborn	0	0	0	0	52
Southboro	0	0	0	0	67
Stow	0	0	0	0	59
Sudbury	0	0	0	0	76
Sutton	0	0	0	0	89
Tisbury in Vineyard Haven	0	0	0	0	99

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Topsfield	0	0	0	0	59
Upton	0	0	0	0	68
West Boylston	Commercial Geog.	12	20	5	89
West Newbury	0	0	0	0	53
Williamsburg	0	0	0	0	82

TABLE IV (continued)

GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE
Topsfield	O	O	O
Upton	O	O	O
West Roxbury	Commercial Geog.	IS	20
San Borja	O	O	O
Waltham	O	O	O

TABLE IV (Continued)
GEOGRAPHY IN MASSACHUSETTS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	NAME OF PLACE
Ashby	0	0
Brookfield	0	0
Charlmont	Commercial Geog.	10
Dover	0	0
Harvard	0	0
New Marlborough in Mill River	GROUP V	0
Petersham	0	0
Sandwich	SCHOOLS WITH LESS THAN 50 PUPILS	0
Wellsfleet	0	0

GROUP V

SCHOOLS WITH LESS THAN 50 PUPILS

TABLE IV (continued)
GEOGRAPHY IN MASSACHUSETTS HIGH SCHOOLS

NAME OF HIGH SCHOOL	NAME OF GEOGRAPHY COURSE	GRADE PLACEMENT	LENGTH OF COURSE	TOTAL NO. OF PUPILS TAKING COURSE	TOTAL NO. OF PUPILS IN SCHOOL
Ashby	0	0	0	0	48
Brookfield	0	0	0	0	48
Charlemont	Commercial Geog.	10		11	48
Dover	0	0	0	0	42
Harvard	0	0	0	0	37
New Marlborough in Mill River	0	0	0	0	27
Petersham	0	0	0	0	38
Sandwich	0	0	0	0	38
Wellfleet	0	0	0	0	34

TABLE V
TOTAL NUMBER OF MASSACHUSETTS HIGH SCHOOLS
TEACHING GEOGRAPHY

GROUP	TOTAL
I	71
II	50
III	27
IV	8
V	<u>1</u>
	157

TABLE 1

TABLE 1
TOTAL NUMBER OF PERSONS
RECEIVING ASSISTANCE

TABLE 1

IV

ED

ED

ED

ED

ED

MS CG

CG 2nd

51-100 pupils. In schools with less than 50 pupils only 11.1 per cent offer courses in geography while only 17.7 per cent of the schools with enrollments of 51-100 pupils offer such courses.

More than 80 per cent of the high schools in Massachusetts with enrollments over 500 students offer geography courses to their pupils. The high percentage of these schools offering geographic instruction may be attributed to the better facilities and larger faculties which permit a great number and variety of offerings.

The second highest percentage of schools which teach geography are those with total enrollments of 201-500 students. More than one-half of these high schools give their pupils an opportunity to enroll in at least one geography course.

The fewest number of courses per number of schools in different size groups is found in schools with enrollments of less than 50 pupils. There are 9 schools in this group and only one of them teaches geography.

Only formal courses in geography which are so designated in the list of subjects for which each school is accredited are considered here by the author. There may be some geographic instruction in courses listed under another title; there certainly is in the instruction of general

51-100 pupils. In schools with less than 50 pupils only 11.1 per cent offer courses in geography while only 14.7 per cent of the schools with enrollments of 51-100 pupils offer such courses.

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Only formal courses in geography which are so designated in the list of subjects for which each school is accredited are considered here by the author. There may be some geographic instruction in courses listed under another title; there certainly is in the instruction of general

science. In many schools general science is given as an independent course, but in some it is integrated with other courses. Since the author is only considering pure geography courses in this thesis, he does not deem it necessary to give any further consideration to general science.

Distribution -- The high schools of Massachusetts are more numerous in the regions of rolling topography, as are also the schools in which geographic instruction is offered. In the Berkshire Mountain region which extends southward from the northern boundary of the state to the southern boundary of the state in the western portion of Massachusetts and in the north-central portion of the state, there is a less frequent occurrence of schools. There is a fewer number of schools in the Cape Cod region. This is chiefly due to the fact that this coastal region of the state is dominantly a summer resort center and as a result, it only has a large population in that season of the year.

Fairly dense concentrations, both of schools and of those which teach geography, occur in the better regions of the state. These regions include: (1) the Connecticut River Valley, (2) the central portion of the state, (3) the industrial region of northeastern Massachusetts, and (4) the east-central part of the state in the Greater

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Boston Area. (Figure 1) A noticeable triangle of numerous schools extends from Boston - Worcester - Haverhill. All of these areas of concentration of schools are the more densely populated and the more prosperous ones. It can hardly be said that proportionally more schools in one part of Massachusetts teach geography than those of any other part. Most of the larger schools have geography courses, but a high proportion of the rural schools which are widely scattered over the state do also.

Length of Courses -- A little more than three-fourths (78.3 per cent) of the courses in geography are two full semesters in length. (Table VI) These courses carry one unit of credit and fulfill that portion of the requirements for graduation. In a few instances two full-semester courses and another of one semester in length are taught, giving a year and one half credit in all. In twenty-nine schools (18.9 per cent) one-semester courses are taught. In some of these schools another semester course such as civics, is taught, thus completing the regular school year. Some of the larger schools have an enrollment in their geography classes large enough to warrant more than one section. Forty-five schools all of which have enrollments exceeding 500 students, have from two to four sections each.

Boston Area. (Figure 1) A noticeable triangle of numerous schools extends from Boston - Worcester - Haverhill. All of these areas of concentration of schools are the more densely populated and the more prosperous areas. It can hardly be said that proportionally more schools in one part of Massachusetts teach geography than those of any other part. Most of the larger schools have geography courses, but a high proportion of the rural schools which are widely scattered over the state do also.

Length of Courses -- A little more than three-fourths

(78.3 per cent) of the courses in geography are two full semesters in length. (Table VI) These courses carry one unit of credit and fulfill that portion of the requirements for graduation. In a few instances two full-semester courses and another of one semester in length are taught, giving a year and one half credit in all. In twenty-nine schools (18.9 per cent) one-semester courses are taught. In some of these schools another semester course such as civics, is taught, thus completing the regular school year. Some of the larger schools have an enrollment in their geography classes large enough to warrant more than one section. Forty-five schools all of which have enrollments exceeding 500 students, have from two to four sections each.

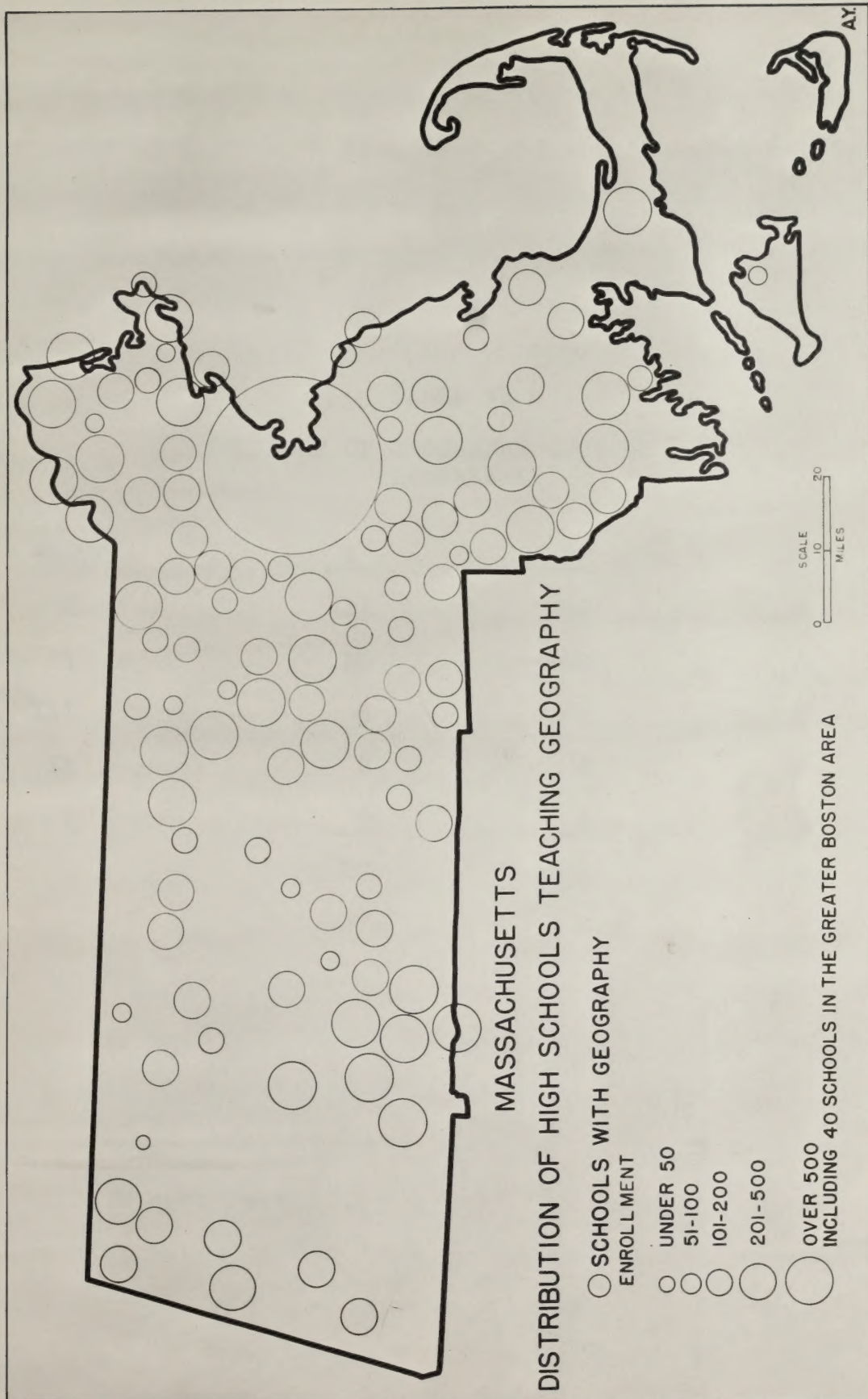


FIGURE I

Enrollment -- Approximately based on the students enrolled in Massachusetts High Schools have an opportunity to study geography. Over 1,000,000 students (54.9 per cent of total enrollment in the schools) are enrolled in schools which teach geography. The number actually enrolled in these schools is only 17 per cent of the total number of students in the schools.

TABLE VI
LENGTH OF GEOGRAPHY COURSES
(Semesters)

GROUP	<u>1</u>	<u>2</u>	<u>3</u>
I	11	55	5
II	10	40	0
III	6	21	0
IV	2	6	0
V	<u>0</u>	<u>1</u>	<u>0</u>
	29	123	5

Field of Geography Taught -- The field of geography courses in Massachusetts High Schools are divided in content. (Table VIII) Such courses may be termed Economic, Commercial, or Industrial Geography. These courses deal with such economic-geographic items as world trade, world industry, world resources, and world population.

TABLE VI
LENGTH OF GEOGRAPHY COURSES
(Semesters)

GROUP	1	2	3
I	11	23	2
II	10	40	0
III	8	21	0
IV	8	8	0
V	0	1	0
	29	123	2

Enrollment -- Approximately three-fourths of the students enrolled in Massachusetts High Schools have an opportunity to study geography. Over 100,000 students (74.7 per cent of total enrollment in the schools) are enrolled in schools which teach geography. The number actually enrolled in these classes is only 13 per cent of the total number of high school students and only 12.2 per cent of the students enrolled in schools which offer geography to their students. (Table VII) Considering only those schools in which geography is taught, it is found that the largest enrollment in geography in proportion to the total enrollment is in the larger schools of more than 200 students. Only one tenth of all the students in schools with over 200 students study geography. This drops to one-fifteenth in schools of from 101-200 students, and to one-thirtieth in the schools of the 51-100 size group. Only one student in 36 studies geography in the schools with an enrollment of less than 50 students.

Kinds of Geography Taught -- Nine-tenths of the geography courses in Massachusetts High Schools are economic in content. (Table VIII) Such courses may be termed Economic, Commercial, or Industrial Geography. These courses deal with such economic-geographical items as: world trade, world commerce, production and consumption of

TABLE VII

TOTAL ENROLLMENT OF GEOGRAPHY COURSES

GROUP	NO. OF PUPILS TAKING GEOGRAPHY	NO. OF PUPILS IN SCHOOLS WHICH TEACH GEOGRAPHY	NO. OF PUPILS IN SCHOOLS
I	10,058	81,796	101,903
II	1,929	16,021	21,662
III	511	4,260	7,569
IV	95	656	3,365
V	<u>11</u>	<u>48</u>	<u>360</u>
	12,604	102,781	134,859

TABLE VII

TOTAL ENROLLMENT OF GEOGRAPHY COURSES

GROUP	NO. OF PUPILS TAKING GEOGRAPHY	NO. OF PUPILS IN SCHOOLS WHICH TEACH GEOGRAPHY	NO. OF PUPILS IN SCHOOLS
I	10,068	81,788	101,803
II	1,929	10,021	21,682
III	511	4,280	7,668
IV	93	323	3,333
V	11	48	330
	12,604	102,781	134,833

goods, natural resources, etc. One-hundred and twenty schools or 85.7 per cent of the total number of schools with geographic instruction offer Commercial Geography to their students. (Table VIII) As may be expected, schools with an enrollment of over 500 students dominate the teaching of Commercial Geography. 51 such schools offer Commercial Geography in their curricula. This number decreases to 37 in Group II, 24 in Group III, 7 in Group IV, and one in Group V. 13 schools or 9.2 per cent of the total number of high schools teaching geography offer their students Economic Geography. (Table VIII) As with Commercial Geography, schools with an enrollment of 500 or more students lead in the number of schools offering Economic Geography. 9 such schools teach Economic Geography while the remaining 4 Economic Geography courses are taught in schools with enrollments of 201-500 students. 9 schools or 6.2 per cent of the total number of high schools teach Industrial Geography. (Table VIII) 7 schools in Group I teach this course while the remaining two schools teaching this course may be found in Group II.

The course most frequently given after those which are economic in content is Global or World Geography. Such a course involves the study of the various geographical items such as physical regions, modes of living of different

goods, natural resources, etc. One hundred and twenty schools or 35.5 per cent of the total number of schools with geographic instruction offer Commercial Geography to their students. (Table VIII) As may be expected, schools with an enrollment of over 500 students dominate the teaching of Commercial Geography. 51 such schools offer Commercial Geography in their curricula. This number decreases to 34 in Group II, 24 in Group III, 7 in Group IV, and one in Group V. 13 schools or 3.8 per cent of the total number of high schools teaching Geography offer their students Economic Geography. (Table VIII) As with Commercial Geography, schools with an enrollment of 500 or more students lead in the number of schools offering Economic Geography. 9 such schools teach Economic Geography while the remaining 4 Economic Geography courses are taught in schools with enrollments of 301-500 students. 9 schools or 3.8 per cent of the total number of high schools teach Industrial Geography. (Table VIII) 7 schools in Group I teach this course while the remaining two schools teaching this course may be found in Group II.

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TABLE VIII
KINDS OF GEOGRAPHY COURSES TAUGHT

GROUP	SCHOOLS WITH COMMERCIAL ECONOMIC INDUSTRIAL GEOGRAPHY	SCHOOLS WITH COMMERCIAL ECONOMIC GEOGRAPHY	SCHOOLS WITH INDUSTRIAL GEOGRAPHY	SCHOOLS WITH WORLD GEOGRAPHY	OTHER GEOGRAPHY COURSES
I	67	51	7	9	8
II	43	37	2	4	3
III	24	24	0	3	0
IV	7	7	0	1	0
V	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	142	120	9	17	11

people, weather in various parts of the world, natural resources, transportation, etc. Only 17 schools or 10.8 per cent of those schools teaching geography offer such a course. (Table VIII) Here, too, schools in Group I offer the largest number of Global or World Geography courses. These schools offer 9 such courses while the number decreases with a decrease in total enrollment.

Only 11 schools or 7 per cent of the total number of schools teaching geography offer other geography courses besides those which are economic in content or those entitled Global or World Geography. (Table VIII) These other courses include such courses as:

1. Physical Geography
2. Meteorology
3. Human Geography
4. Climatology
5. High School Geography

The major emphasis on Commercial, Economic, and Industrial Geography may be attributed to the curricula recommended by the Massachusetts State Department of Education and to the adoptions of the State Textbook Commission. The basically adopted text in high school geography in Massachusetts is chiefly economic in treatment, as are also most of the alternate selections.

people, weather in various parts of the world, natural resources, transportation, etc. Only 14 schools or 10.8 per

cent of those schools teaching geography offer such a course. (Table VIII) Here, too, schools in Group I offer the largest number of Global or World Geography courses. These schools offer 9 such courses while the number decreases with a decrease in total enrollment.

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Grade Placement -- Most of the high schools of Massachusetts which teach geography do so during the last three grades of the student's work. (Table IX) Over 90 per cent of all courses are credited to one of these grades. Approximately 12 or 7.7 per cent of the courses are given in the ninth grade, and 3 or 1.9 per cent more in a combination of the ninth and tenth grades. One-hundred and ten of all the courses in geography are assigned to the tenth grade. Thus, almost three-fourths (74.4 per cent) of the geography courses offered in Massachusetts High Schools is in the tenth grade. Eight courses or (4.7 per cent) of the 170 geography courses are made up of a combination of the tenth and eleventh grades. Nine of the courses (5.3 per cent) are assigned to the eleventh grade and 5 courses or (2.8 per cent) of all courses are offered in a combination of the eleventh and twelfth grades. Only 9 courses are offered to students in the twelfth grade. Thus, only a total of 23 of the 170 courses offered in all the high schools of the state are given a placement in the two upper grades of high school.

Most of the classes which are made up of students from two or more grades are found in the smaller high schools of less than 100 students. Here, the small size and limited facilities make a combination of grade subjects

Grade Placement -- Most of the high schools of

Massachusetts which teach geography do so during the last three grades of the student's work. (Table IX) Over 90 per cent of all courses are credited to one of these grades. Approximately 12 or 13 per cent of the courses are given in the ninth grade, and 3 or 4 per cent more in a combination of the ninth and tenth grades. One-hundred and ten of all the courses in geography are assigned to the tenth grade. Thus, almost three-fourths (74.4 per cent) of the geography courses offered in Massachusetts high schools is in the tenth grade. Eight courses or (4.7 per cent) of the 170 geography courses are made up of a combination of the tenth and eleventh grades. Nine of the courses (5.3 per cent) are assigned to the eleventh grade and 8 courses or (4.7 per cent) of all courses are offered in a combination of the eleventh and twelfth grades. Only 3 courses are offered to students in the twelfth grade. Thus, only a total of 23 of the 170 courses offered in all the high schools of the state are given a placement in the two upper grades of high school.

Most of the classes which are made up of students

from two or more grades are found in the smaller high schools of less than 100 students. Here, the small size and limited facilities make a combination of grade subjects

advisable. Only 31 courses are offered in a combination of grades in schools of more than 100 students.

Although conclusive information is not at hand, it seems probable that in many schools which teach geography to a combination of two grades, the subject is taught during alternate years, with another subject being taught during the intervening year. This would permit a maximum of variety of subjects with a small teaching staff and a limited enrollment.

There seems to be a tendency for the larger schools to teach geography earlier in the curriculum than do the smaller schools. Also, the larger number of students permits restriction to a single grade level and few grade combinations are made. This contrasts sharply with the situation of small schools which often must include electives from two or more grades in order to make up a class large enough to warrant a place in the curriculum.

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tives from two or more grades in order to make up a class

large enough to warrant a place in the curriculum.

TABLE IX
GRADE PLACEMENT

GROUP	<u>9</u>	<u>9 & 10</u>	<u>10</u>	<u>10 & 11</u>	<u>11</u>	<u>11 & 12</u>	<u>12</u>
I	4	1	60	4	5	2	3
II	6	1	40	1	1	1	5
III	2	0	15	2	3	2	0
IV	0	1	8	1	0	0	1
V	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	12	3	124	8	9	5	9

TABLE IX
GRADE PLACEMENT

GROUP	9	9 & 10	10	10 & 11	11	11 & 12	12
I	4	1	80	2	2	2	2
II	6	1	40	1	1	1	2
III	2	0	18	2	2	2	0
IV	0	1	8	1	0	0	1
V	0	0	1	0	0	0	0
	12	2	124	8	9	8	9

CHAPTER V

THE STATUS OF GEOGRAPHY IN THE SENIOR HIGH SCHOOLS

Status of Geography in the United States: A survey was made during the years 1937-1940 in order to learn the extent to which geography was given in the senior high schools of the United States.

"Questionnaires were sent to 500 schools well distributed throughout the country: 131 in the Northeastern States; 103 in the Southern States; 173 in the North Central States; and 87 in the Western States. Replies were received from 371 cities, 74 per cent of the total with 70 to 80 per cent from each of the four sections."¹

CHAPTER V

The following paragraphs disclose the outstanding facts as revealed by the survey.

THE STATUS OF GEOGRAPHY IN THE SENIOR HIGH SCHOOLS

"Of the 371 senior high schools reporting, 239, or 70 per cent, offer geography; 113, or 30 per cent, do not include geography in the curriculum.

"The 239 cities that include geography in the curriculum offer a total of 340 courses. Of this number, 238 are Commercial Geography; 79 are Physical Geography; 23 courses are given under other titles, some of which are by name: World Geography, General Geography, High School Geography, and Human Geography.

"Geography is offered in each of the three years of the senior high school. Of the 239 schools reporting on the grade placement of geography, approximately 30 per cent assign geography to the tenth year; 30 per cent to the eleventh year; 18 per cent to the twelfth year; and 3 per cent to any year in which it may be chosen.

¹Clare Symonds, The Status of Geography in the Senior High School, The Thirty-Second Year Book of the National Society for the Study of Education, 1938, p. 545.

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"Questionnaires were sent to 500 schools well distributed throughout the country: 151 in the Northeastern States; 103 in the Southern States; 179 in the North Central States; and 67 in the Western States. Replies were received from 371 cities, 74 per cent of the total with 70 to 80 per cent from each of the four sections."¹

The following paragraphs will disclose the outstanding facts as revealed by this particular survey.

"Of the 371 senior high schools reporting, 259, or 70 per cent, offer geography; 112, or 30 per cent, do not include geography in the curriculum.

"The 259 cities that include geography in the curriculum offer a total of 340 courses. Of this number, 238 are Commercial Geography; 79 are Physical Geography; 23 courses are given under other titles, some of which are by name: World Geography, General Geography, High School Geography, and Human Geography.

"Geography is offered in each of the three years of the senior high school. Of the 333 schools reporting on the grade placement of geography, approximately 50 per cent assign geography to the tenth year; 30 per cent to the eleventh year; 15 per cent to the twelfth year; and 5 per cent to any year in which it may be chosen.

¹Clare Symonds, The Status of Geography in the Senior High School, The Thirty-Second Year Book of the National Society for the Study of Education, 1933, p. 545.

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The following paragraphs will disclose the outstanding

facts as revealed by this particular survey.

"Of the 371 senior high schools reporting, 258, or 70 per cent, offer geography; 112, or 30 per cent, do not include geography in the curriculum.

"The 258 cities that include geography in the curriculum offer a total of 340 courses. Of this number, 233 are Commercial Geography; 73 are Physical Geography; 23 courses are given under other titles, some of which are by name: World Geography, General Geography, High School Geography, and Human Geography.

"Geography is offered in each of the three years of the senior high school. Of the 258 schools reporting on the grade placement of geography, approximately 50 per cent assign geography to the tenth year; 30 per cent to the eleventh year; 15 per cent to the twelfth year; and 5 per cent to any year in which it may be chosen.

Clarke Symonds, The Status of Geography in the Senior High School, The thirty-second Year Book of the National Society for the Study of Education, 1933, p. 645.

"The percentage of high school pupils taking geography varies from less than 5 per cent in a few schools to more than 30 per cent in other schools. The range in most schools is between 8 per cent and 25 per cent."¹

Status of Geography in Various States: The concluding paragraphs of this chapter shall be devoted to the consideration of the status of high school geography in individual states located in different sections of the United States.

A little less one-half (43.6 per cent) of the 543 high schools in Arkansas teach geography.² This is much lower than in Missouri, with approximately 66 per cent of the high schools teaching geography,³ in southern Illinois, where more than 80 per cent of the schools were discovered to teach geography,⁴ and of the north central states in general. In Indiana, 109 responses to 165 questionnaires, which were distributed to schools located in all parts of the state, indicated that all 109 of these schools offer geography in their curricula.⁵ In the north central states approximately

¹Ibid., p. 545.

²James E. Collier, "Geography in the High School of Arkansas," The Journal of Geography, XLII (April, 1943), pp. 134-144.

³C. B. Odell and L. W. White, "Status of Geography in the High Schools of Missouri," The Journal of Geography, XLI (February, 1942), pp. 41-51.

⁴Erselia M. Barton and F. Thomas, "High School Geography in Southern Illinois," Transactions of the Illinois Academy of Science, XXXIII (December, 1940), p. 131.

⁵Floy Hurlburt, "Status of Geography in the High School of Indiana," The Journal of Geography, XXXVI (June, 1940), pp. 115-128.

"The percentage of high school pupils taking Geography varies from less than 5 per cent in a few schools to more than 30 per cent in other schools. The range in most schools is between 8 per cent and 25 per cent."¹

Status of Geography in Various States: The concluding

paragraphs of this chapter shall be devoted to the consideration of the status of high school geography in individual states located in different sections of the United States. A little less one-half (43.5 per cent) of the 243 high schools in Arkansas teach Geography.² This is much lower than in Missouri, which approximately 55 per cent of the high schools teaching Geography,³ in southern Illinois, where more than 80 per cent of the schools were discovered to teach Geography,⁴ and of the north central states in general. In Indiana, 109 responses to 165 questionnaires, which were distributed to schools located in all parts of the state, indicated that all 109 of these schools offer Geography in their curricula.⁵ In the north central states approximately

¹Ibid., p. 243.

²James E. Collier, "Geography in the High School of Arkansas," The Journal of Geography, XLII (April, 1943), pp. 134-144.

³C. E. Odell and L. L. White, "Status of Geography in the High Schools of Missouri," The Journal of Geography, XLII (February, 1943), pp. 41-51.

⁴Charles W. Norton and E. Thomas, "High School Geography in Southern Illinois," Transactions of the Illinois Academy of Science, XLIII (December, 1940), p. 131.

⁵Floy Whitcomb, "Status of Geography in the High School of Indiana," The Journal of Geography, XLXVI (June, 1940), pp. 113-123.

three-fourths of the total number of high schools teach geography.¹ The status of geography in the high schools of Texas and in some of the schools of the Western states is much worse than in the states previously mentioned. In Texas only one-fourth of the high schools teach geography² and in some of the high schools located in some of the Western states less than 10 per cent of the schools offer geography.³

A little more than one-half of the courses in Arkansas are a full year in length.⁴ 114 out of a total of 116 high schools surveyed in Missouri are a full year in length.⁵ In southern Illinois 26 of the 47 schools have one-semester courses, 17 of them are two-semester courses, 2 schools give 3 semesters in geography and 2 schools offer two full years of work.⁶

¹Alfred H. Meyer, Personal Communication based on information collected as Chairman of the National Council of Geography Teachers' Committee on Standards of Certification for the Teaching of Geography in the Senior High Schools.

²Edwin J. Foscue, "The Place of Geography in the Senior High School, With Special Reference to Texas," The Journal of Geography, XXXV (March, 1936), p. 120.

³Alfred H. Meyer, personal communication.

⁴James E. Collier, op. cit., p. 137.

⁵Clarence Burt Odell and Leslie Wood White, op. cit., p. 44.

⁶Erselia M. Barton and F. Thomas, op. cit., p. 131.

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A little more than one-half of the courses in Arkansas are a full year in length.⁴ 114 out of a total of 116 high schools surveyed in Missouri are a full year in length.⁵ In southern Illinois 86 of the 47 schools have one-semester courses, 14 of them are two-semester courses, 2 schools give 3 semesters in Geography and 2 schools offer two full years of work.⁶

¹ Alfred E. Meyer, Personal Communication based on information collected as Chairman of the National Council of Geography Teachers' Committee on Standards of Certification for the Teaching of Geography in the Senior High Schools.

² Edwin J. Fosberg, "The Place of Geography in the Senior High School, with Special Reference to Texas," The Journal of Geography, XXXV (March, 1935), p. 180.

³ Alfred E. Meyer, personal communication.

⁴ James C. Collier, op. cit., p. 135.

⁵ Clarence Burr Oehl and Leslie Wood White, op. cit., p. 44.

⁶ Etzelia M. Barton and F. Thomas, op. cit., p. 151.

Forty-four of the 109 high schools surveyed in Indiana have one-semester courses, 59 of them offer two-semester courses, and 6 have three-semester courses.¹ The larger number of courses is found in the smaller schools in Arkansas,² and this has been found to be the similar case in Illinois.³

"Less than one-half (42.4 per cent) of the high school students of Arkansas are in schools which teach geography. The total number of students enrolled in geography classes is only 8 per cent of the total high school enrollment of the state, but this is 18 per cent of the enrollment of the schools which teach geography."⁴

Only 6 per cent of the high school students in Missouri have work available in geography.⁵

Nine-tenths of the geography courses in Arkansas are economic, commercial, or industrial.⁶ Only one-fourth of the courses in Missouri are of this nature,⁷ but approximately three-fourths are in Illinois,⁸ and in Texas.⁹

¹Floy Hurlburt, op. cit.

²James E. Collier, op. cit., p. 135.

³Alden Cutshall, "High School Geography in Illinois," School Science and Mathematics, (June, 1942), p. 562.

⁴Ibid., p. 138.

⁵Clarence Burt Odell and Leslie Wood White, op. cit., p. 41.

⁶James E. Collier, op. cit., p. 139.

⁷Clarence Burt Odell and Leslie Wood White, op. cit., p. 42.

⁸Alden Cutshall, op. cit., p. 567.

⁹Edwin J. Foscue, op. cit., p. 119.

Physical Geography is the description given 7 per cent of the courses in Arkansas,¹ 6 per cent of those in Missouri,² about half of those in southern Illinois,³ and one-third of those in Texas.⁴

Most of the courses in Arkansas are offered during the last two years of high school training.⁵ In Missouri they were discovered predominantly in the last three years, with only a few courses in the beginning year in each case.⁶

CHAPTER VI

SUMMARY AND CONCLUSIONS

¹James E. Collier, op. cit., p. 139.

²James E. Odell and Leslie Wood White, op. cit., p. 142.

³Erselia M. Barton and F. Thomas, op. cit., p. 136.

⁴Edwin J. Foscue, op. cit., p. 120.

⁵James E. Collier, op. cit., p. 139.

⁶James E. Odell and Leslie Wood White, op. cit., p. 144.

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- ¹ James E. Collier, op. cit., p. 138.
 - ² James A. Odell and Jessie Wood White, op. cit., p. 142.
 - ³ Herselle W. Barton and F. Thomas, op. cit., p. 133.
 - ⁴ Edwin J. Rose, op. cit., p. 130.
 - ⁵ James E. Collier, op. cit., p. 138.
 - ⁶ James A. Odell and Jessie Wood White, op. cit., p. 144.

CHAPTER VI

SUMMARY AND CONCLUSIONS

In Massachusetts there are a total number of 359 high schools. All questionnaires sent out by Mr. Russell Mack, Supervisor of Secondary Education in the Massachusetts State Department of Education were returned to him with the necessary data. As a result, the data presented in this thesis gives an accurate account of the status of geography in the high schools of Massachusetts. The summary of the findings of the author which are presented in the main body of this thesis is as follows:

CHAPTER VI

SUMMARY AND CONCLUSIONS

1. A little (25.3 per cent) of the 359 high schools in Massachusetts teach geography.
2. Fairly dense concentrations of high schools and of those which teach geography occur in such regions of the state as: The Connecticut River valley; The industrial region of northeastern Massachusetts; and the Greater Boston area.
3. A little more than three-fourths (78.3 per cent) of the courses in Massachusetts are a full year in length (two semesters).
4. Approximately three-fourths (74.7 per cent) of the students in the high schools of Massachusetts have an opportunity to study geography.

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1. A little more than one-half (60.6 per cent) of the 259 high schools in Massachusetts teach geography.
2. Fairly dense concentrations of high schools and of those which teach geography occur in such regions of the state as: The Connecticut River valley; The industrial region of northeastern Massachusetts; And the Greater Boston area.
3. A little more than three-fourths (78.3 per cent) of the courses in Massachusetts are a full year in length (two semesters).
4. Approximately three-fourths (74.7 per cent) of the students in the high schools of Massachusetts have an opportunity to study geography.

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2. Fairly dense concentrations of high schools and of those which teach geography occur in such regions of the state as: The Connecticut River valley; The industrial region of northeastern Massachusetts; And the Greater Boston area.
3. A little more than three-fourths (78.3 per cent) of the courses in Massachusetts are a full year in length (two semesters).
4. Approximately three-fourths (74.7 per cent) of the students in the high schools of Massachusetts have an opportunity to study geography.

5. Nine-tenths (90.4 per cent) of the geography courses in Massachusetts High Schools are commercial, economic, or industrial.

6. Most of the geography courses in the high schools of this state are taught during the last three years.

In spite of the large number of geography courses already offered and because of a relatively small percentage of pupils taking geography in many of the high schools, it seems fair to state that the present status of geography in the high schools of Massachusetts presents a favorable situation for greater development to be attempted in the realm of geographic instruction.

The termination of World War II has brought strikingly to the attention of educators the failure of American schools to provide adequate geographical instruction for our high school pupils. Unfortunately, we hear constantly about the prevailing world geographic ignorance possessed by the youth of our country. It seems that the educational system of no other so-called civilized nation of the world has provided so inadequately for the geographical training of their youth. Dr. Studebaker, a great educator and, at the present time, United States Commissioner of Education, made the following now famous statement, "that we, as a nation, are geographically illiterate."

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Educators, including school administrators, are now fully aware of this shortcoming in our own educational system. However, they are confronted with the problem of knowing just what should be taught in order that the appropriate attitudes and understandings might be developed. It is the deep conviction of the author that we need a generation of high school graduates who not only have acquired the basic geographic concepts, but who are capable of thinking intelligently in geographic terms. This means that our next generation must not only possess knowledge of the universe, but must be able to interpret that knowledge in terms of human welfare for all peoples of the world. If international peace, as desired by the majority of the people of the world at the present time, is to be preserved, knowledge of the world and thinking in such terms becomes extremely essential.

Therefore, the author believes that it is imperative that all high school students at the present time have the opportunity to enroll in a World Geography course. Such knowledge would greatly assist these future citizens of all nations to face the problems of living together in this world without ever again resorting to any type of warfare. Also, if possible, high schools students should be given a better opportunity to enroll in such other courses as

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It is the hope of the author that this study of the status of high school geography in Massachusetts will serve in some way to stimulate interest in the field and lead to further study of the status of geography in other states. It is regretted that more detailed comparisons are not possible. It is further hoped that, by some means, school officials will be made not only to realize the great value of geographic instruction to the high school student, but to offer geography courses in their curricula. There is ample room for both qualitative and quantitative improvement in geographical instruction in Massachusetts High Schools.

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